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GRAMMAR AND GRAMMARS.

PROBABLY few teachers or pupils will be found to dispute the rather forcible assertion which has been repeatedly made in public of late, that there is no study so "abominably" taught as Grammar. We all know how much of the parrot and how little of the philosopher there was in our own method of acquiring this branch, and how unsatisfactory has been our success in teaching it, for want of a better system. The error of the old method is twofold: first, in not distinguishing properly the office of parsing from that of analysis,—in other terms, confounding the study of the *forms* of words with that of the relations of thought expressed by them; second, in imagining and teaching a great many things about English words which do not belong to them, thus requiring the pupil to waste much time in repeating jargon which is meaningless, and of course mechanical. The evils of all this are too obvious to need enumeration. The question to be answered is, "What better method shall we adopt?" We intend in this article to indicate some improvements which have been proposed in the direction of each of the errors just mentioned, and to commend them to the consideration of those who teach English Grammar.

And first, with regard to parsing. Webster defines this as the

act of showing "*the several parts of speech* comprising a sentence, and their *relation* to each other by *government* or *agreement*." The same authority makes *government* to be "the influence of a word in regard to construction," which influence can only be exerted over the *form* of another word. Agreement is the change in form which that other word undergoes, and corresponds to government as effect to cause. What, then, is parsing, but *naming the parts of speech* and indicating the *changes in form* which they occasion or undergo? Now let us see what complexity and perplexity have been substituted for this simplicity.

"The noun has the same form in all three persons." Then parsing has nothing to do with the person of nouns.

"Many nouns are destitute of gender." Then *say* nothing of the gender of nouns denoting things inanimate. Nor is it of any conceivable use to specify the gender of *any* nouns except those which indicate gender by a change of termination.

"The form of a noun is the same in the objective case as in the nominative." Then the noun has but two cases, the nominative and the possessive. Agreement and government cannot be predicated of it, because its changes of form are required by the idea and not by the construction. If you choose to combine analysis with parsing, then specify the relation of the word to the *thought*, classifying the uses of the noun, if you please, as subjective, possessive, objective, vocative, and independent; but do not forget that this is analysis, not parsing.

When the pronoun expresses person, number, gender, or case, by its form, it is proper to mention them, as also its class. State the class of the adjective, its comparison and the word to which it is joined.

Give the class of the finite verb, its voice (if transitive), mood, and tense; also its agreement with the subject in number and person, if of the third person singular of the present or present perfect tense. The verb *To Be* agrees with the subject in each of the persons in the present tense, singular number. The infinitive is a verbal noun.

The adverb, preposition, conjunction, and interjection need only be named.

In no department of instruction have we substituted sound for

sense to so great an extent as in this. There is a pioneer work of clearing away rubbish to be accomplished, so that we may know what *not* to teach. Some three years ago, Dr. Nutting, of Holliston, Mass., published a little manual with the appropriate title, "A Suggestive Grammar of the English Language," in which much of this rubbish was thrown to the winds. A review of the work, by Dr. Emerson, may be found in the *Teacher* for February, 1860. We have freely availed ourselves of these "suggestions" in the remarks preceding. We will also quote the following remark. "The English idiom requires nearly all auxiliary ideas to be expressed by distinct words. Hence the *word* part of grammar is both short and simple, while the *idea* part is both more complex and vastly more important. Might not the "word part," if reduced to the minimum as above indicated, be acquired in a few months by ordinary pupils, including also what belongs to *grammatical* analysis, or the more obvious *uses* of words?

Then follows the more noble, more interesting, and the almost illimitable study of *thought* as expressed in words, not in *one*, but in all languages,—the same thought of the same human intellect, flowing in the channels of idiom, but recognized by the delighted student, amid all the intricacies of its meandering, as starting from one fountain and tending to one mighty sea.

All our text-books on Grammar furnish methods of analysis more or less extensive, and affording various degrees of satisfaction to the learner. If our opinion is correct, the excellent work which has been so widely known as "Greene's Analysis" is more generally approved and used than any work which has yet attempted to come into competition with it. But it is confessedly only a pioneer, and there is still an important work to be done in investigating the great variety of shades of expression which the English language permits, in tracing thought through all the diversities of its attire, and in reducing to system the anomalies and idioms of our mother tongue.

There is a work in process of preparation which bids fair to take a long step in advance of those now before the public, in the department of logical analysis. Its author, H. R. Greene, Esq., Principal of the Worcester High School, seizing the philosophical idea that the idioms of different languages are but different moulds

in which are shaped essentially the same modifications of thought, has been for some time occupied in tracing these modifications of expression in both the classical and the modern languages. This has naturally led him to a careful examination of the English language with reference to its resources for expression, which has resulted in the preparation, for private circulation, of a little manual of some seventy pages, bearing the title, "Outlines of the Analysis, or Logical Elements, of the English Language. A mere Prospectus of a work now in preparation."

One of the most serious difficulties in English analysis arises from the *phrase* form of modifiers. The variety of them seems almost endless, and a sufficiently extensive terminology for their expression has been unknown. Assemble a company of teachers and propound to them some of these knotty cases, and if they *perceive* the nice distinctions of thought involved, they have no names to give them. When they studied Grammar, "objective case and governed by the preposition" dissolved all difficulties with such charming facility that nobody suspected there was any difficulty there. "Governed by the preposition"! "So is the plough governed by the chain by which it is drawn," quoth Dr. Nutting.

We are permitted to make the following extract from a letter lately received by the author of the work just referred to, from one whose opinion in matters of this kind justly commands the highest respect; viz., Professor William Russell, of Lancaster.

"I am agreeably surprised by the thorough-going rigor with which you have, by your definitions and exemplifications, confined the processes of analysis to their place as purely *logical* exercises. Too many of our recent text-books seem to have been compiled on grounds of expediency and compromise, so as to furnish a combination of verbal grammar and logical analysis in one manual and in every lesson. The unavoidable results of such attempts at accommodation, while favorable to the apparent "comprehensiveness" of the compiler's treatise, are confusion to the mind of the learner and much unnecessary labor to the teacher, in the attempt to solve difficulties and reconcile apparent contradictions. 'A correct ear,' as it is called,—or, rather, a clear, quick, and discriminating judgment,—is all that is needed to enable the learner to recognize and obey

all the important points comprehended under the literal facts of language, as they are classified by the grammarian under his heads of orthography, etymology, and syntax.

“The metaphysical part of grammar—that which attempts to deal with time and modes of action under the technical designation of ‘mood and tense’—lies altogether beyond the grammarian’s proper sphere, leaves behind it the whole field of the facts of the language, strides over the fence of logic, and lands the learner in what Milton calls the ‘metaphysic bog profound.’

“Analysis, as it investigates the accommodation of language to *thought*, implies a previous searching analysis of thought itself, by which its own *elements* are first defined and eliminated, independently of the many wrappings of expression in which a *simple* element may be clothed; and in tracing the composition of phrases it teaches the student to grasp, with equal certainty, the unity of meaning in whole assemblages of words, when grouped in the expression of one *complex* idea. Analysis, as a process of conscious intelligence, falls under the dominion of *logic*, as the science which alone has to do with the laws of thought. The forms and the formulæ of language it leaves to *grammar*, whether as a science or an art. Some teachers object to analysis being introduced as a branch of school education, and maintain that it belongs only to what are called ‘higher’ branches of learning. True, it is not indispensable to a merely correct or expert use of our own language, in which bare conformity to the standard of custom is all that is required. But a thoroughly intelligent and discriminating use of language, such as makes it not only a proper vehicle of thought, but actually sheds light on thought itself,—nay, in the bare interpretation of thought,—demands the aid of the lamp of analysis; and, to the student learning other languages than his own, its light is his only sure guide in the intricacies of expression. But to every one who aims at a thorough mastery of his own language, whether as regards the full appreciation of its peculiar characteristics of force and beauty, or its adaptation to energetic and eloquent utterance, the preparatory training of severe and close analysis, in all its minute and critical exactness, is an indispensable discipline.

“It has given me great pleasure to enjoy, of late, full opportunity of perusing your valuable ‘Outlines.’ The remarkably clear

and concise method which you have adopted in the plan and arrangement of this synopsis of your forthcoming work, gives assurance of the value which will be placed on the text-book, when published in full form."

As a specimen of the improved terminology introduced by Mr. Greene into these "Outlines," we would mention the distinction of the direct object into the "suffering" and the "factitive" object; the former expressing the object upon which the action of the verb is directly expended, the latter expressing the *effect* or *product* of an action or state. This factitive object, limiting either transitive or intransitive verbs, will be found to be a great convenience.

Mr. Quackenbos, already so favorably known as an author of text-books, furnishes us with a new grammar. He takes at least one step in the direction we have indicated, by refusing to acknowledge the neuter gender, which he terms "a factitious distinction engrafted on English Grammar from the classical languages." Is this the only "factitious distinction" that we can dispense with? There are many good things in this grammar which will doubtless win for it extensive favor. The rules of syllabication are plain and practical, and perhaps as complete as that very arbitrary subject will permit. The whole appearance of the work is attractive, and reminds one somewhat of the history by the same author, which our children read like a story-book.

To recapitulate: We believe that the child should be first taught to distinguish the different parts of speech, which must be done by their *use*. These uses are to express: 1. Existence. 2. Action. 3. Quality. 4. Manner. 5. Emotion. 6. Association. 7. Connection. 8. Substitution. This gives us: 1. The Noun. 2. The Verb. 3. The Adjective. 4. The Adverb. 5. The Interjection. 6. The Preposition. 7. The Conjunction. 8. The Pronoun. Next let him learn all the *changes of form* which these parts of speech undergo, and the reason for the form employed, whether it be agreement with a governing word, or a modification of the idea.

Four of the eight parts of speech are unchanged.

The Noun has two numbers, two cases, and may have two genders.

The Pronoun may have in addition three persons. The Adject-

ive has comparison. The Verb may have class, mode, tense, number, and person. Agreement is correspondence in form between Nouns and Pronouns, to indicate gender, number, and person, and between Nouns or Pronouns and Verbs to indicate number and person. The next step is logical analysis, in which all the intricacies of Subject, Predicate, and Objective, Adjective and Adverbial modifiers, with their divisions and subdivisions, should be investigated, unfolded, and disentangled.

The writer of this well remembers how, some twenty-five years ago, his father brought home one evening the most imposing looking text-book the child had ever owned. It was Roswell C. Smith's Grammar on the Inductive or Pestalozzian method. How mysterious those words appeared! "Visions," not "of happiness danced o'er his mind," but of classes kept after school and punished for want of proper acquaintance with this same book or with its inductions. In justice to the author of the book he must say that the pathway was pretty well smoothed, and that he glided over it without experiencing any such unpleasant episodes as left a durable impression upon his memory.

Have the last twenty-five years brought any improvements in teaching grammar, or would that old text-book do just as well to-day? Shall not the coming generations be more intelligently taught and enjoy greater satisfaction in the retrospect than has fallen to the lot of their predecessors?

J. K. L.

EQUESTRIAN EXPERIENCE.

My saw-horse had done good service through the winter, but the season of its usefulness was over. Warm weather brought with it lassitude and physical prostration. The gymnasium had no attractions. My previous experience there had ended in a doctor's bill for services rendered to an injured hand. Walking for the sake of exercise was about as amusing as a treadmill. Yet the oft-repeated admonition of friends that "all work and no play makes Jack a dull boy," began to be a self-evident truth. Physical and mental powers threatened to give way together, and prema-

ture old age to come at thirty. Aroused at last to the necessity of physical exercise, and seriously inquiring what it should be, a friend offered me the use of his horse. His own experience gave reason for anticipating speedy and positive benefit from the remedy. Determined to give anything new which promised benefit a trial, I started for the stable, one Saturday afternoon, with a slight palpitation and ill-defined apprehensions that I might not return home with my neck or my limbs in sound condition. With some assistance the steed was saddled and bridled and I found myself mounted and enjoying new sensations. There was a horn on the pommel of the saddle, and after reasoning awhile on its probable uses I concluded that it was meant to hold on by, which I was glad to do. Half an hour's experience gave me more confidence, and I found that I could dispense with the handle and yet keep my seat, which was a gratifying discovery. At the end of an hour I returned to the stable and dismounted, not only safe but exultant, and walked home somewhat stiff in limb but most elastic in spirit. A few more trials convinced me that I had found the great secret of a most beneficial, and, at the same time, most enjoyable exercise. Then my friend removed with his horse to another part of the State. The next resource was a livery stable; but good saddle horses were few, not to be depended upon, and, not least, expensive. I wanted to ride at my convenience, morning or night, more or less, without the annoyance of keeping an eye upon the time and feeling that a spectre was mounted behind me. Could it be done? Said a popular writer on this subject of physical education, as he saw me preparing to ride, "That is the thing I would most like to do, were it not for the '*res angustæ domi*.'" I said, no, it could not be done in my case. Friendly advice affirmed that it was feasible, and Providence found the way. Let me introduce to you, then, a little black horse, — weight, eight hundred pounds — name, "Ned," — nimble and quick as a cat, gentle in the stall as a lamb, and withal something wilful like a petted child. It was my first acquaintance with a pony since those college days when we used to felicitate ourselves upon the happy application of the principle of association, by which the four great Grecian games, Pythian, Olympian, Nemean, and Isthmian could be recalled by the word composed from their initial letters.

My acquisition was made just before the long summer vacation. A journey of some fifty miles was to be accomplished, and to make it on horse-back was to me a novel and attractive method of locomotion.

On a cool day in August I made my exodus with something of the feeling, perhaps, experienced by Columbus when he parted from the Old World with an unexplored region before him, uncertain when, if ever, he should find the portals of the new. A small bundle fastened behind my saddle indicated that this was no afternoon's pleasure excursion, but a veritable journey. The scenery was new, the exercise exhilarating, and my enjoyment complete. Here and there the railroad came in sight, giving the encouraging assurance that my course was in the right direction. Now and then a remark from some passer-by furnished food for meditation. One urchin called to another, "There goes a soldier." An Irish friend enquired if I had joined the army. An inquisitive stranger at the hotel wanted to know if I was "'round peddling anything," and the landlady overhearing my reply that I was travelling for my health, by her kind enquiries plainly thought I was in the advanced stages of consumption. My start had been delayed till mid-day, by various hindrances. A two hours' trot found me twelve miles on my way, and pony and I were both ready to rest for an hour. Then off again, quite refreshed, for another two hours, through some of the pretty and flourishing villages in the central part of the State. Twenty-five miles in the afternoon before tea,—I thought that was very well for an inexperienced horseman, and was half tempted to rest on my laurels for that night. But another hour's rest and a moonlight evening were sufficient inducements for a third stage before sleep. This was the most lonely part of the journey, the road winding through the outskirts of a township. At nine o'clock, in the evening, I rode into the village where I was to stop for the night, having accomplished thirty-six miles since noon, and feeling as willing to go to bed as I ever did in my life. The next morning all traces of weariness were gone, and my steed and I were ready for the remaining fifteen miles which were easily passed by noon, when I dismounted at my mother's door. On the return trip I hoped to get through in one day, but five o'clock in the afternoon found me twelve miles from

my journey's end and indisposed to further exercise. I went to bed soon after tea and dreamed that the inside of my watch had been entirely jolted out, leaving nothing but the case in my possession. I have since been anticipating the time when the weather and sufficient leisure shall enable me to repeat the experiment.

I do not know that it is necessary to allude to certain instances of dismounting in a hurried and precipitate manner, not always selecting the most desirable spot for alighting, either with reference to moisture or to softness. If the rider chooses to astonish bystanders, or even himself, by exploits of this kind, as the Irishman said of Niagara, "What's to hinder?" If, however, he is of a sober cast of mind, and his horse of the same character, nothing of the kind will be likely to occur. If, then, any of my brethren in the fraternity are in want of an exhilarating, strengthening, healthful, and delightful summer exercise, let me recommend equestrian experience.

A COURSE OF STUDY.

DOUBTLESS all will agree that every institution of learning should have a "course of study." Certainly all, who are in favor of system anywhere, will see the expediency of system here. The important consideration, however, and that to which we would now call attention, is, whether *all* the members of such an institution should be *compelled* to pursue the course laid out, regardless of their various constitutional tastes and mental peculiarities. We are aware that this question is practically settled, in the method now pursued in all our higher educational institutions. Our colleges mark out one straight pathway, in which all must tread, without turning to the right or to the left, who would secure an authoritative acknowledgment of their literary acquisitions in a college *degree*. Our high schools and academies likewise demand, in most instances, a rigid conformity to the "prescribed course," as the condition of an honorable recognition of scholarship at the completion of the term of study. Thus we say the matter has been *practically* settled. We believe, moreover, that present prac-

tice is in conformity with the sentiment of the large majority of our leading educators. Nevertheless, with all respect for things as they are, and all reverence for the opinions of those who think that things are *best* as they are in this particular, we would ask, whether, after all, there is not much to be said in opposition to this plan.

We agree that system is indispensable. We believe that a well defined course of study is indispensable: but shall *every* scholar, we ask, be subjected to the same scholastic regimen. Shall we demand that every mind, regardless of its peculiar constitutional adaptation, shall be compelled to seek growth, culture, and mental and moral development, from intellectual diet the *same* in kind, quality, and quantity? Is such a course in harmony with nature? A score of different floras, indigenous in as many different soils, can unquestionably be *made to grow* in the same locality, subject to the same sun, and dependent upon the same soil for nutriment; but will they thus reach their highest development and perfection?

Now the question is an important one. There are scholars to-day, fellow teacher, in your school and mine, who pursue some of their studies with a decided relish, pleasure, and profit, while they are pushed, driven, goaded through others, which they regard with absolute disgust. Mary has a fine memory and a singular fondness for language, for grammar, for rhetoric, for English literature, and for the classics. Mathematics are her "utter detestation." She looks upon every lesson therein as one of the "seven labors," and thinks of the recitation-room as a kind of *above-ground* purgatory. Now, we ask, is Mary to blame? We ask, farther, is it expedient for her, under such circumstances, to pursue this study? She is deficient in the elements of mind which generate an intellectual appetite for, and an intellectual digestion adapted to, the strong diet of abstract ratiocination. Do you say that this very deficiency requires *development* all the more? Why? What, pray, would you develop? Can you transform nature? Can you convert beeves into bears, or make them even tolerably *bearish*, by compelling them to live on *flesh*? Can you cause the rose to exhale the perfume of the lily, by flooding its roots with water? To say that Mary has no real taste for mathematics, is to say that she

has no mental capacity for mathematics. Nature is consistent. We have a taste for what is in harmony with our constitution. We suppose a crocodile would exhibit a very moderate taste for a Western prairie, and a buffalo about the same passion for the bed of the Nile!

Now we wish to be understood. We are not arguing in favor of excusing *any* scholar from any one of the elementary branches. We believe that *all* children may become sufficiently proficient in these, to answer the ends of life. It is true, even here, that some never master the orthography of our language. Some never succeed in grammar; others fail in arithmetic. So, on the contrary, we hear of *natural* spellers, *natural* arithmeticians, etc. But notwithstanding all this, as these branches demand only a very ordinary degree of natural ability, there are few indeed who cannot master as much, here, as is actually practical in their future life. We believe, moreover, that the *great majority* of scholars can pursue all the higher branches with profit, and very generally with pleasure. But, while this is the fact, there are scores of Marys among our scholars, who are really incapacitated for some one department of study, while they possess peculiar qualifications for success in other departments. In one branch all is Egyptian darkness to them, in another all is light and beauty.

A teacher complains in the *Massachusetts Teacher*, (December number,) of a scholar who was "remarkably good in all departments of study except language," and who, "with the *grammar before him*, could not, after weeks of study, decline 'sermo' correctly. In the name of juvenile humanity, say we, let him be excused from the study of the classics! He has most assuredly learned all the Latin that will ever be of any *service* to him. Bid him God speed where he does find success, and do not immolate his *anti-classical* soul on the cruel altar of Latin Etymology!

We once heard a young man say that he never saw a "proof" in geometry, though he had been *through* it with his class, and by means of his very excellent memory, had repeated the *language* answering to the *proof*. A young gentleman of our acquaintance spent two years in attempting to learn enough of Latin and Greek to pass a college examination, without *any* success. After a protracted study of two years, he found himself in the place occupied

so long by General Taylor's army in the Mexican Campaign, viz: "*in statu quo*." He was successful elsewhere. But it is needless to multiply examples. Such cases exist everywhere, in every educational institution.

Now the acknowledged end and aim of the higher branches is *culture and discipline*; that of the elementary branches, as has been said, simply *utility*. The power to impart the former is not confined to any *one* branch of study. True, other things being equal, some branches may be better adapted to secure certain kinds of mental discipline. Nothing, certainly, excels the mathematics, in the culture of the reasoning powers. Nothing surpasses the study of language, and especially of classical literature, in the cultivation of the taste, the refinement of the feelings, and the ennobling of all the best qualities of the heart. Science, all will agree, is especially fitted to induce habits of attention and thought, to purge the mind of all vain speculations, theories and superstitions, to encompass reason thus in a clearer and purer atmosphere of thought, and to develop, ennoble, and purify the moral sentiments. But, while thus each particular branch of study brings with it its own peculiar reward, we believe that any *one*, pursued with pleasure and enthusiasm, will yield more even of the specific advantage which belongs peculiarly to another, that can be secured from that other, pursued with indifference, disrelish, and disgust. Mary can get more mental discipline, in the direction of *reasoning* even, from the study of literature and science, than she can from pounding her brains against the hard knots of mathematical formulas and theorems, with no other effect than to make still more obtuse what was sufficiently so before!

Do not understand us as arguing for *laziness*. No sagacious teacher can mistake laziness for *mental deficiency*;—that mental deficiency, we mean, of course, which incapacitates one, simply, for a particular kind of investigation;—that mental deficiency, if so it can be called, which makes one man a very good barber, but a very poor barrister; another, a remarkably good conductor, but a very poor captain. These professional differences, which become so conspicuous in after life, actually exist in the *constitution* of the youth. Should they not be regarded in youth as well as in after life?

We are aware that it will be said that this plan will make *one-sided* scholars. To this we reply, that *nature* has, already, made the scholar *one-sided*. We shall succeed best when we follow in the path pointed out by nature. So, then, we say, let Mary press on in her chosen field of science and literature. She will learn *here* what will be of greatest service to her, because she is interested, and consequently will digest, remember, and appropriate the principles and facts which come before her, and moreover she will secure even from these pursuits, more of *logical power* than in the, to her, ever misty, muddy, soul-confusing, heart-sinking processes of mathematical reasoning.

H. R. G.

 SECOND THOUGHTS.

NOT to do nobly, or grandly, or greatly,
 Not to think craftily, deeply, sublimely,
 Not to be popular, courtly, or stately,
 Not to speak wittily, winningly, timely,
 Not to write loftily, smoothly, ornately,—
 These I would pray not, for these I would care not;
 If once my ambitions, and vanished but lately,
 All empty fruitions and mine now they are not.

But to do fully, entirely and metely,
 Rounding life's measure out fairly, completely,
 And to work faithfully, patiently, sweetly,—
 Aye to think humbly and justly and duly,
 And to speak tenderly, boldly and truly,—
 Giving thought utterance simply and clearly,
 Using the reason God gave me, sincerely,—
 So to act thoughtfully, soberly, gravely,
 So to live worthily, fitly and bravely,
 Doing the work I can and that I may not
 Leaving to others whose talents are greater,
 What Thou committest me, that to betray not,
 What Thou permittest me, that to delay not,
 This I beseech Thee, my Father, Creator.

J. K. L.

THERE are in the English language 20,500 nouns, 40 pronouns, 9,200 adjectives, 8,000 verbs, 69 interjections, etc.

"METHODS OF TEACHING TO READ."

IN August, 1830, an article under the above caption was published in the *American Journal and Annals of Education*. The article was written by Rev. T. H. Gallaudet, Superintendent of the Asylum for the Deaf and Dumb at Hartford, Conn. He commenced by referring to the difficulties of teaching children to read, "owing to the numerous and singular irregularities which attend the orthoepy and orthography of our language;" and then gave the results of his experience in teaching his own children to read, by presenting a word to them first, and teaching them to pronounce it "*without any reference to the individual letters which compose the word.*" At that time Mr. Gallaudet had pursued that course with different members of his family for seven years, and the result had given him entire satisfaction.

In the December number of the same journal a writer, after referring to the method pursued by Mr. Gallaudet, stated that he had found, with gratification and surprise, a method founded on the same general principle, in use in the Monitorial School of Florence, in Tuscany. "The first thing put into the child's hand was a simple story, printed on a card. The monitor began with explaining the story itself, or a portion of it. He then pronounced the first word and each pupil pronounced it after him; then the second, third, etc., in the same manner, until all the words in the first sentence were pronounced. They were then required to pronounce them when pointed to in a large card, and to point to them when pronounced, and the whole sentence was finally read. After the pupil was a little advanced, the words were divided into syllables and the syllables into letters, and in this way the whole card was taught." "The time of learning to read was abridged one-half by this method."

The same writer says that on arriving at Louvain he found substantially the same plan adopted by Mr. Jacotot, and with equally satisfactory results. A professor in the University assured him that one of his children was taught to read in this manner in six weeks.

Having been convinced of the superiority of the method here described, I tried the experiment of teaching a son of mine, in a

similar manner, about twenty years since, and the result was such as to convince me fully that the true method of teaching children to read is to commence without any knowledge of the alphabetic names of letters. Recently I have pursued the same course with another child, and with equally good results. I happened to have "THE SCHOOL AND FAMILY PRIMER," by Marcius Wilson, — and I could not have had a better — in which there are eighteen short lessons, illustrated by appropriate pictures, composed of sentences formed from words of two letters, such as: "Is he up?" He is." "Is it he?" "It is he." "He is up on it." These lessons are followed by others composed of words formed of three letters; then by those having words of four letters or more, but all monosyllables, the whole being appropriately illustrated with pictures. This book has been read through, and much of it several times over by a little girl, not five years old, within a little more than six weeks. Her lessons have not been regular, but have usually occupied fifteen or twenty minutes a day. She has not learned the alphabet, nor any part of it, nor do I intend that she shall learn it at present. I do not think the result is more successful than may be secured in every case. Nor can I conceive what possible advantage the previous acquisition of the alphabet would have been. On the other hand, I consider it a positive disadvantage, and think this may be easily shown. There are thirty-nine words of two letters in the English language. Twenty-seven of these are used in the first lessons of the book to which I have referred. Of these twenty-seven words only four are pronounced according to the alphabetic sounds of the letters. In the first lesson, which is given above, not one of the words is pronounced according to the alphabetic sounds or names of the letters; so that the knowledge of the alphabet would be of no use to the child, to say the least, in reading that lesson. Take the first word, "*is*," and we find that neither of the letters has its alphabetic sound, and the child will invariably pronounce the word for the first time as we pronounce the syllable *i-c-e*, ice. The teacher will be obliged to correct this pronunciation and give the true one. Nothing is gained, then, by a knowledge of the alphabet; but on the other hand, the child begins to learn that *i* is not *i*, that *s* is not *s*, and so of every other letter. A hesitating, drawling, stammering habit is acquired, which years of labor can scarcely correct.

Mr. Gallaudet spoke of "the *numerous* and *singular irregularities* which attend the orthœpy and orthography of our language." They are indeed "numerous," so numerous that there is not a sound in our language which is on all occasions represented by one uniform letter; nor is there a letter of our alphabet which is a sure guide to its own pronunciation. The first letter of our alphabet has its alphabetic sound in *ma-ting*; but a different one in each of the words, — father, fat, fall, fare, any, cabbage, dollar; and has no sound in ear. The alphabetic sound of *o* is heard in *no*; but in hop, work, women, do, nor, and compter, its name is no guide to the pronunciation.

While the single letters are thus irregular, the combinations are still more so. *Ch*, has different sounds in the words chain, chasm, chaise, Greenwich, and is silent in drachm. On the other hand, there is no uniform representative for a single sound. We represent the sound of the alphabetic letter *e* in different ways in the words, each, feet, impregn, Cæsar, conceit, people, key, quay, magazine, grief, musquito, and turkois.

But the enumeration of these inconsistencies would be to name every word in the language except about fifty. Some of them may be seen in the fact that *b* will make a road broad; *c* makes a limb climb; *d* turns a crow into a crowd; *e* turns yes into eyes; *f* turns the lower regions into flower regions; *g* makes one gone; *h* turns eight into height; *k* makes now know; *l* changes a pear into a pearl; *n* changes a crow into a crown; *p* changes a rover into a prover; *s* changes hall into shall; *t* turns here into there; *w* turns omen into women; *y* turns ours into yours; *s* turns laughter into slaughter; *e* turns a stag into a stage, makes a star stare, and puts a rag into a rage!

It is said that a deaf man once attempted to write verse, and, as it will be seen, his idea of sounds was gained by a knowledge of the alphabet and of orthography. Here is a part of his specimen:

"Oh, how I pity that consummate fool, which
 Could see no beauty in that view of Woolwich!
 Sure, for the walk, it is a grand requital,
 To see that splendid building, the Hospital,
 And all those ploughers of the vast ocean,
 Looking so happy, and so neat and clean;
 And on the hill, still to the sea attacht,

Behold some watch the progress of a yacht,
While others, saving when the weather's rough,
Lie fast asleep beneath some shady bough."

One of the maxims of the celebrated teacher, Jacotot, was,—
"Commence with the *whole*, and not with the parts." Whatever
may be said of its application to other branches, it does seem pecu-
liarily appropriate with reference to teaching reading. He says in
another maxim, "When you have thoroughly learned the whole,
examine the parts." These maxims, as general principles, may be,
and it seems to me should be, adopted by those who teach young
children to read. Let the analysis of sounds and names of letters
follow, and not precede.

H. E. R.

HELPS TO THE STUDY OF LATIN.

NUMBER II.

IN very many Latin grammars, there are certain portions where
more and better help is needed than is usually given. This remark
is especially true of the grammar most used in this country — a
book which is the joint product of two distinguished Latin scholars
and teachers. In the third declension of nouns there is, we think,
a singular paucity of paradigms. Paradigms should fairly repre-
sent classes of nouns ; and furthermore, all classes of nouns should
be represented by paradigms. Nouns that are quite irregular, and
especially if of frequent occurrence, should be presented in full,
and not have their irregularities simply alluded to by an obscure
remark or note in small type. The student early encounters, in
reading, nouns for whose similarity to any of the paradigms in the
grammar alluded to above he looks in vain. Some nouns have a
prominent place among the paradigms, and the pupil very naturally
supposes that such nouns stand as representatives of classes ; when,
in fact, they are the only nouns of the kind in the language. The
word *caput* is an example ; a noun whose frequent use fully justi-
fies its declension in full, but why is the pupil so rarely informed
in grammars that it is the only noun in Latin ending in *t*, and
that no other nouns occur forming the genitive in the same manner ?

In the grammar of which we have been speaking, and in several others, the Latin verb has not been classified according to the formation of its second root. This is very singular, since it admits of so easy a classification in this respect. A few very general rules are usually given for the formation of the second root, but they furnish little aid to the pupil in the way of classification. One standard grammar gave, in its first edition, a rule, with an exception, for the formation of this root in the second conjugation. The rule applied to six verbs only, while all other verbs in that conjugation were to come under the exception! Yet the rule and the exception remained unchanged for more than twenty-five years, during which time the work went through more than sixty editions.

A recent work, entitled *Latin Accidence*, has treated the verb thoroughly in this respect, and has given a very satisfactory exhibition of verbal classification; one that will greatly aid the learner, giving him much needed light and saving him from much confusion and trouble.

In the many different editions of Latin authors, in both prose and poetry, read in our schools, there is a variety of helps furnished the pupil. Some are good; others are bad. The practice of placing suggestive hints and notes on the same page with the text, is a very injudicious one. The argument that their position there saves the pupil much time and trouble (?) which would be necessary to consult them if placed at the end of the volume, is a thousand times outweighed by the positive injury done to him, by placing them where he can, while reciting, avail himself of their aid by merely casting his eye to the bottom of the page; whereas were they placed at the close of the book, he would be compelled to learn and incorporate into his own mind, and use as his own, the substance of those notes — an exercise which few pupils will voluntarily perform if the notes are, while reciting, within reach of the eye.

An edition of *Cæsar* is regarded as greatly deficient without a map of the various countries visited and subjugated by the great conqueror. Why is not an edition of *Virgil* equally so which is destitute of a map of the regions and waters traversed by the "pious *Æneas*?" And why should not the same contain copious illustrations of ships, costumes, armor, gods and demigods, and the like? An edition of the *Æneid* by a professor in a Western col-

lege, possesses some of these features to an extent which renders it a work of great merit. The portions of Cicero usually read in schools, should be accompanied by a minute diagram of Ancient Rome, and a map of Italy and those other countries so frequently alluded to by the great statesman and orator.

It is a matter of deep regret that some editors of the classics who have given much valuable aid to the pupil and teacher, should have injured their works by the addition of so much uncalled for help in the practice of interspersing their notes with frequent translations of large portions of the text. Beginners need some assistance of this kind in difficult passages; but to volunteer such help when the pupil is capable of translating his author, is not a help, but an injury.

One of the greatest benefits an editor can confer upon the pupil, is to furnish an abundance of references to the grammar, especially to the syntax. We are sorry so few have done it well. We are aware that there is no uniformity in grammars; but the number in general use is quite small, and a system of reference to two or three need not of necessity greatly increase the size or expense of the volume, as has been shown in the few instances where it has been done. A compilation of prose Latin necessary for admission to college, has recently been published, in which this plan has been adopted very successfully. Such a system of references as shall *compel* the pupil to consult his grammar at every step, cannot fail to make his progress most thorough and satisfactory.

There are other points in connection with this view of the study of Latin, upon which we shall have more to say at another time. In the thoughts already given we have endeavored not to be censorious. We have considered it a pleasure to commend some of the helps for the Latin student, and have ventured to ask for others, which, by common consent, we believe, among scholars, are greatly needed. We like the Latin tongue—the language once heard within the walls of the eternal city—the language which gave expression to Tully's noble thoughts, the sweetness and beauty of Virgil's verse, and the flowing numbers and stinging satire of Horace; and most gladly do we welcome every effort made to advance the study of a language so rich in thought, and one which does so much for mental discipline and culture, and for a thorough acquaintance with our own mother tongue.

A. P. S.

WRITTEN EXAMINATIONS.

ONE of the most useful exercises of the school-room, is to require the pupils to write out in their own language the ideas they have acquired from their studies during the month previous.

By this practice their thoughts assume a definite form, not vague and loose, but certain — accurate. While they are placed upon paper they become firmly fixed in their minds. They do not easily forget them, but they come readily, promptly at their call.

This exercise not only imparts accuracy and promptness, but furnishes a valuable exercise in composition. Pupils take it up naturally — they have something to write about — they are not constrained, indeed they are really writing compositions unawares. They mould their ideas — select words and form sentences with an eagerness quite refreshing.

There is another advantage which should not be overlooked. They acquire a rapid practical hand-writing. Being obliged to write with considerable rapidity, a full and free motion of the hand and arm is obtained, the letters of the same word are all formed without raising the pen from the paper. The writing has a smooth, uniform appearance, and a cramped, copy style is avoided.

Again, it imparts the ability to spell correctly, and seemingly without effort, determining by the very form of the entire word its true orthography; having, in fact, word pictures in the mind, the same as in reading, the mind grasping the entire word without analyzing in detail.

Economy of time is another important item. Oral reviews are very good, but written ones have this decided advantage. A class of twenty-five or fifty can be solving the same questions at the same time, thereby accomplishing more than ten times the amount of work for the same period.

"All this," you may say, "sounds very well on paper — very good in theory, but what of the practice."

Let me say, then, my practice is as follows: In arithmetic from five to ten questions are assigned involving the principles the class have been over the month previous, but not the same examples as those given in the text-book, lest they rely upon their memory of

certain operations and not upon general principles. These questions they note down as given out, then they solve them upon their slates, and write out the explanations, after which they copy the whole upon paper. By re-writing them in this way they correct many errors which otherwise would escape their notice. Whenever diagrams are requisite for a complete explanation, they are carefully drawn, and the principles involved are definitely applied to the example in hand.

To accomplish this work a half day may be required for a single study, if the exercise be new to the class. After the first hour they will doubtless become tired and restless; but short seasons of rest should be given, by interspersing singing and light gymnastic exercises.

A similar course can be pursued in conducting the examinations in other branches; as grammar, history, and geography.

After the work has been done by the scholars, the papers are collected and examined minutely by the more proficient members of the class.

I will mention some of the items of criticism. Errors in principle, errors in practice, neatness, mis-spelled words, erasures, blots, false syntax, punctuation, and others, as the teacher may deem advantageous.

The pupils are required to perform their work without any assistance, either from each other or from their text-books, otherwise no credits are assigned; and the papers on each study may be collected at the expiration of the time allowed for such study, or a part of the questions may be given out at a time, and the pupils required to complete them in thirty or forty-five minutes.

Teachers who may adopt this plan will very likely be quite if not wholly discouraged the first time, and think it costs in time, patience, and labor more than the benefits that may accrue. But this should not deter one from giving it a faithful and persevering trial, since nothing of real and permanent value can be obtained without work.

J. H. N.

SOME one has wisely said, "We cannot afford to be ignorant."

ELEMENTARY INSTRUCTION.

THE time was, once, when we pitied Primary School teachers. What mental exertion, what intellectual stimulus, — what but very drudgery could there be, in teaching the alphabet to youngsters hardly able to talk plainly? We have occasionally visited the school of some young lady, who really desired to do her duty by her little charge, but who seemed to have fallen despairingly into a lifeless routine, in which the mind of the teacher was dragged down to the level of infancy, and all chance of development utterly destroyed.

We recall the pride and gratification of a whole village, and the positive delight we individually experienced in witnessing the examination of a Primary School which had been taught for a short time by one professionally qualified — a Normal graduate. There was so much of *thought* manifested by those little children, so much of intelligence, — there was such system, such thoroughness, such variety in the exercises, — why, what a desirable grade of schools it must be to teach! We are sorry to add that that teacher was very shortly promoted to a higher grade with better pay. What business had she to have so good a Primary School! She ought to have been made to stay in it, and to have had such a salary as would make her contented.

A special preparation for teaching is, shall we say, more important for the primary teacher than for any other. Would you make a faithful copy of some noble piece of statuary? Your mould must be fashioned by skilful hands, and the plastic material introduced at the right moment and in the right way, for it will soon harden and the opportunity will be past. Would you train the unaccustomed fingers to accurate and delicate touch of the keys? — employ a *master*. Would you allure the undisciplined mind into the rugged paths of learning? — tact and skill are all-important. But Normal Schools are few, and there are many who cannot easily go from home to enjoy their advantages. The introduction of a Normal course into our High Schools may partly obviate this difficulty. Such a course may at first be little more than a review of the fundamental branches, yet it is a step in the right direction. Our young ladies will, at least, not be driven to the strait of con-

fessing before the examining committee that it is so long since they studied anything that they expect to teach, that they have forgotten all about it. How many of us all might not with truth admit that the greater part of our available knowledge of the branches we teach was acquired since we entered the profession?

In one High School of our acquaintance, the fourth and last year of the course is devoted to arithmetic, grammar, geography with map-drawing, and mental and moral philosophy. This is by no means the best immediate preparation for primary teaching, but it is far better for *any* who wish to teach than the former plan, by which the first half of the first year was occupied with a final review of the elementary studies, and they were then consigned to an ignoble burial.

But there is an advantage which all may enjoy, and the teacher who shall hereafter conduct a Primary School in the hum-drum, tread-mill, old-fashioned style to which we have referred, will be, we verily believe, without excuse. Now we are not about to vault upon a "hobby" or repeat the commonplaces about "object teaching." But we *do* desire to hail the era of common sense, and to thank the heads and hearts and hands that have made it possible even for a girl in her teens to convert the Primary school-room from a dungeon to the delightful resort of an enthusiastic teacher and of her eager pupils. Do you say that object teaching, to be of any value, requires a wide and thorough knowledge of natural science? Doubted. But can one who has a mere smattering of science succeed in this endeavor? She can *learn*. And here is the grand theme of congratulation, — we have the *means* of self-instruction. Well do we remember when our lecturers at the Institutes years ago urged the importance of instructing our pupils about common things, that we felt the propriety of the plea and saw but one difficulty, namely, that we did not ourselves know one stone from another, nor how to find out. Latin, Greek, and Mathematics, we had perhaps a speaking acquaintance with; but stones, flowers, and such things — we would gladly learn, but books could hardly teach. A small collection of common minerals, labelled, came eventually into our possession, and *that* reproach was in some measure rolled away. There were many other *common* things which we did not know and almost despaired of ever knowing.

One of the most hopeless was the proper nomenclature of colors. We were never initiated into the *crewelties* of fancy-work nor worsted in an attempt to match shades. We were never very conversant with ribbons or rainbows ; and though by no means insensible of the difference in the shades, nor ignorant of the terms, scarlet, crimson, carmine, etc., we never dared to call them aught but red. When, then, we saw in the *Teacher* that Mr. Willson had prepared, and Messrs. Harper had published a series of charts designed to aid in object teaching, and that among them were two color charts, we lost no time in possessing this long-desired facility. With the box of hand color cards and the chart before us, we devoted ourself with equal pleasure and success to the cultivation of the eye. It was a matter of no small gratification when we could correctly name any of the thirty-five colors on the cards, and could explain the difference between primary, secondary, tertiary, etc. We felt as if every primary teacher who should see these charts would provide herself with them at her own expense rather than do without. In the whole series, twenty-two in all, in connection with the series of readers by the same author, is contained the material for a course of instruction extending over a period of ten years. All of these charts, unless we except the first six, on reading, would be valuable auxiliaries to High School instruction. In optics, for instance, the subject of refraction of light and the prismatic colors could be illustrated to better *practical* purpose by these two color charts than by the most brilliant experiments with the prism. The cheapness of the charts and the fact that one or more can be obtained at pleasure adds to their usefulness.

But the Manual which accompanies them is alone a valuable addition to the teacher's resources. The *principle* on which the whole system of object teaching is based, is here presented both clearly and forcibly, and must command the approval of every educator. "The great error," in the language of the author, "in our systems of primary instruction, is the prevalent idea that we should view every subject as a completed *science*, that we should then reduce the science to its so-called elements, and begin our teaching with these. What we now call the *elements* of a subject are the few general facts or principles which science has deduced from a large collection of facts, after the structure has been completed ; and as

neither nations nor individuals arrive at these elements first, so they should not first be presented to children. *Facts* are the first things learned, and by simple perception; *principles* are the last things learned, and they are acquired by a much more advanced mental process, — that of generalization." The inferences from the above may be stated briefly as follows:

Primary education should be directed chiefly to the culture of the perceptive faculties, in order that the materials for future reasoning may be acquired, and that the intellect may be developed naturally and therefore healthfully, instead of artificially and painfully. Rules are generalizations, and should be presented only so fast as they are naturally developed from previous inductions.

Since our first perceptions are of objects in their entirety and complexity, the analytical process should precede the synthetic in our instructions.

These remarks have had special reference to what is technically called "primary" instruction. But are they not equally applicable to the commencement of every new branch of study? The instruction in all our Common Schools is largely, if not wholly elementary, that is, it deals with the first steps, — the introduction to the profounder matters that follow in an extended course of study or in a professional education. Suppose we wish to introduce a class to the study of electricity. Shall we commence by announcing to them the theory of the two fluids, of attraction and repulsion, of conductors and non-conductors, of electrics and non-electrics, of induction, etc.; or shall we take a stick of sealing-wax, a glass tube, a piece of silk, some bits of pith and of tissue-paper, a piece of sheet rubber and a tin plate with glass handle attached, together with an old tea tray and a few tumblers, and with this simple apparatus arouse their curiosity, impress the facts upon their memories, and then offer them the theoretical explanation? We have tried the latter course with the best results.

Let us hope that observation, reflection, discussion, and experiment may do much to remedy past errors, and to introduce into every grade of schools a more natural, and hence more rational and more satisfactory method of instruction.

J. K. L.

Resident Editors' Department.

HEAVY PENALTIES.

THE Department wish to inform all young and inexperienced teachers that great penalties do not often nor always produce great results. After you have solemnly promised to give five checks to any and all unthinking or malicious little wretches, who in manifest subversion of order and discipline, have the hardihood to whisper in school, you are very busy, as all good teachers are, and satisfied that the terrible threat you have promulgated will cure the mischief, you attend more zealously than ever to your recitations. To your grief and astonishment you discover, the next day or the next week, that five checks is not half so great a bugbear as you thought, for whispering is just as common as ever. Then you double the penalty, and you find that ten checks are not much worse than five. You are perfectly satisfied that there is a screw loose somewhere, and, desperately, you fix the penalty at twenty checks, but the desired result is not attained.

This Department use the terms "checks" as a representative word, meaning any kind of penalties usually adopted to cure school evils, whether they be bad marks, whippings, or dark closets. What the tyro in teaching expects to accomplish by heavy penalties can only be obtained by watchful care and constant vigilance. The five checks were sufficient to cure the offender, if there had been a reasonable assurance of getting them, as a man will work for one dollar a day, sure pay, rather than for five dollars a day, with only one chance in ten of being paid. Instead of doubling the penalty, double your vigilance. It is the certainty, rather than the extent, of the punishment that renders it a terror to the evil-doer. The Department never indulge in extravagance, but we believe that if the penalties of whispering were to be hanging, roasting alive, or imprisonment for life, with no greater chance of the punishment being inflicted than in some schools we have seen, there would still be plenty of whisperers. Aunt Jerusha's "airb drink" may cure a slight cold, but all the doctors in the world cannot cure confirmed consumption. Keep cool when disorder increases; open your eyes rather than your mouth.

NO LATITUDE.

THIS Department wish to ask the long heads in the profession, especially those who have the MS. of a new geography which they intend to publish when the price of paper comes down, whether it is entirely proper to say that "Latitude is distance from the equator," and that "There is no latitude at the equator." When a ship is on the equator is she in "no latitude," or in "Latitude, zero;" or are the expressions synonymous? Without expressing an opinion, we pause for a reply.

L. G. M.

JANUARY 12, 1863.

Dear "Teacher:"—With sorrow I am compelled to say to you, come no longer!

A vision of the afflicted "trio" is before my eyes—Nestor, with the ends of his hoary hair all dabbled in his tears, and the two who are not Nestor, vainly endeavoring to comfort him—and yet I say, come no longer!

All the friendly advice, all the kindly counsel, all the fruitful hints, which from time to time I have gathered from your ever welcome pages, stand in sad array on the edge of my writing-desk, and gaze with steady reproachfulness at me—and still I say, come no longer!

And why? Shall I, who spend my time teaching young ladies and gentlemen "English branches and Latin," employ that decidedly anti-classical phrase "can't afford?" Nothing but the direst necessity could force me to so do violence to my taste for elegant diction; but facts will be facts. I don't know much about "the calculus," but I can demonstrate that ten per cent. off one's salary and twenty per cent. on to one's expenses produce sad results—spending money equalling—the unknown quantity.

Dear Teacher, pardon this long letter, and when brighter days, in shape of a better situation, dawn upon me, you shall be the first to share my prosperity.

Yours regretfully,

— —.

The trio—the Nestor, and the non-Nestors—protested in the strongest and most emphatical manner against the loss of such a subscriber—such a jewel of a subscriber! They promptly requested the Finance Committee to compromise with our fair correspondent, and we are happy to learn that the gallant chairman has been thoroughly successful. We respectfully represent to the School Committee of — —, that it was barbarous to reduce the salary of such a teacher—such a subscriber; and if it is not immediately restored to its former proportions, this Department will consider it a solemn duty to wait upon the "powers that be," and protest, beg, plead, petition, and otherwise insist that justice be done, though the heavens fall,—for the price of provisions will not, at present.

EDUCATIONAL MEETINGS,

At Educational Rooms, No. 119 Washington Street, held on the *first* and *third* Saturdays of each month, commencing at 2½ o'clock and closing at 4.

Jan. 17.—Mr. Marble of Braintree presiding. Fifty-five present.

On motion of Mr. Philbrick, Mr. Prentiss of Worcester was invited to exhibit his "Substitute for a Globe." Mr. Prentiss presented a circle of pasteboard about two feet in diameter: upon one of its surfaces was pasted the "Eastern Hemisphere," and upon the opposite surface the Western. It can be suspended or placed on a stand with its axis inclined $23\frac{1}{2}^{\circ}$, and revolved. A miniature made of rubber so as to be inflated, accompanies the large one, and illustrates how the

hemispheres, so placed, represent the surface of a globe; or, if desired, the large one can be made of rubber and be inflated.

The subject, "Written Arithmetic," was discussed by Messrs. Reed, Clark, Sprague, Payson, Philbrick, and Marble. The gentlemen were unanimous on the importance of careful training in mental arithmetic, that the pupils may make more intelligent and rapid progress in written; also in algebra and geometry. Written operations should grow out of mental ones, and the two continued together.

Feb. 7. — Mr. Parmenter, chairman. Sixty-five present.

The conversation on the topic, "Use of Monitors in School," was commenced by Mr. Mason, who said he did not use monitors when he left his room, but found them necessary on the stairs, in the corridors, and in the street. He was followed by Messrs. Sheldon, Reed, Hagar, Morse, and Allen, who agreed with Mr. Mason that monitors are necessary in carrying out the police arrangements of our large schools. The use of monitors to watch a school while studying, or to hear lessons, was not tolerated.

But while monitors were considered necessary, they were thought to be necessary evils; and, when teachers can, they had better watch their scholars themselves.

SEC.

THE SCHOOLS IN DORCHESTER.

THE free states of our Union and the Canadas possess, in their free schools, a boon which has already proved to be of great value, and the importance of which will be still more understood in future times. The great diversity of opinions concerning public schools and all pertaining to them, has arisen from the fact that they are a product of American civilization; therefore, of modern origin, without any precedent in the old world, and in the first stages of their growth. The question naturally arises, — Where did the idea of a free public school originate? We had occasion a few weeks ago to read again the History of the town of Dorchester, published in 1859, by a committee of the Antiquarian Society of that town, and we were highly interested in the 22d chapter, which contains a condensed history of her public schools. Believing that many facts may be interesting to our readers, we will make some extracts, giving, when practicable, the important terms in their original spelling.

On March 4, 1635, the General Court of Massachusetts granted Thompson's Island to the inhabitants of Dorchester, "to enjoy, to them, their heires & successors wch shall inhabite there foreuer," on the condition that they pay 12d yearly, as rent, "to the Tresurer for the time being." Four years later, on the 20th of May, 1639, the town voted to tax the "proprietors" of said island for "the mayntenance of a school in Dorchester." The town records say:

"This rent of 20^{lb} yearely to bee payd to such a schoole master as shall vnder take to teach english, latine, and other tongues, and also writing. The said schoole master to bee Chosen from tyme to tyme p^r the freemen, and yt is left to y^e discretion of the lder^s & the 7 men for the tyme beeing whether maydes shalbe taught wth the boyes or not."

As it was difficult, however, to collect the tax, the town voted in 1641 to rent parts of the island by contract to certain persons "for the best Benefit of y^e Schoole." At the same town meeting a set of rules and orders concerning the school was adopted, and three wardens or overseers of the school were elected, who were to hold their office till death, provided they remained in town, unless removed "for any other weightie reason." They had the whole management of the school in their hands, and elected the teacher, "who nevrthelesse is not to be admitted into the place of Schoolem^r wthout the Generall consent of the Inhabitants or the maior p^rte of them." The town furnished annually, before the end of the ninth month, "12 sufficient Cart or wayne loads of wood for fewell, to be for the vse of the Schoolemaster and the Schollers in winter." The teacher's situation was defined by nine rules, according to which he had to keep school seven hours in summer, and six hours during the four winter months.

"6ly. Such as shall be Committed to him he shall diligently instruct, as they shalbe able to learne, both in humane learning and good litterature, & likewise in poynt of good man^{ers} and dutifull bhauio^r towards all, specially there supio^{rs} as they shall have occasion to bee in there p^rsence by meeting them in the streete or otherwyse."

In 1657 it was found desirable "that a flower (floor) be laid overhead in y^e scoole house, and a studdy made in it for the vse of the scoolemaster." The town voted to give some timber and five shillings towards the undertaking.

In 1648 John Thompson appeared before the proper authorities and, having become of age, claimed the island, of which his father had taken possession in 1626. The grant made by the General Court to Dorchester was consequently nullified, but the town received as indemnification the power "to serch and stake out a Farme of a 1000 acres of land for the vse of a schoole by the generall Court held at Boston the 18th of October, 1659." This power seems to have remained dormant, for in 1683 a committee was chosen in town meeting "to look after the land and take care for the laying it out." And again, in 1716, three other men received commission "to look for the thousand acres of land granted to Dorchester school, to see where they could find the same." Finally, in 1717, a tract of land in Lunenburg, Worcester County, was selected and laid out. A B. Bird bought it of the town in 1733, after a committee had reported that the land was "at present a Charge to y^e Town, and not likely to be a Profit in y^e Place where it lyes."

Distinct from this grant the inhabitants of Dorchester voted in 1657 to appropriate 1000 acres of their own soil for the use of "a free school." This vote was carried into effect.

The salary of the teacher was £20, payable in silver and grain. Gov. Stoughton, who died in 1701, left a legacy of £150 to the schools of Dorchester, on condition that the schoolmaster should receive £40 a year. In 1711, "it was voted, agreed, concluded, and absolutely confirmed, that forty pounds a year of the town's proper gift should be a settled, standing salary for the schoolmaster."

Several donations were made to the schools of the town by John Clap, John Gornel, Christopher Gibson, Hopestill Foster, Lieut.-Gov. Stoughton, James Bowdoin, and others, amounting to more than 50 acres of land, besides buildings and some money.

The first school-house was located in the north part of the town. Its construction

and furniture must have been exceedingly simple, for not sooner than 1765 were the Selectmen authorized "to see that the school-house be fitted up with seats, and a lock and key for the door." Not long after this, an agreement was made with a carpenter to build, on Meeting House Hill, a house 20 feet by 19, "with a ground floor and chamber floor, one pair of stairs and a chimney—to be boarded and clapboarded—filled up between the studs—fully covered with boards and shingles, and to be finished before the 29th of September, 1694; said builder to have the glass, lock and key, hooks and hinges of the old school house, and £22 current money of New England.

Dorchester must have embraced a very large territory; for, when the General Court in 1633 voted a tax of £400, this town's share was £80; and in 1637 it contained all the land belonging to the present towns of Dorchester, Milton, Canton, Stoughton, Sharon, Foxboro', and of South Boston. One school, however, was deemed sufficient for the town till 1732, when a writing school was established in the south end of the town, which commenced on the first of November and lasted four months. In 1735 £12 were allowed to the inhabitants of Squantum Neck towards a school. Another school was opened on the "lower country road" in 1771, one on the "upper coutry road" in 1772, and one on Dorchester Neck a year later. These schools were open only to boys. The girls went to private "dame schools," where they were taught reading, spelling, sewing, and embroidery. On one afternoon in the year they were admitted to the public school-house at the general fall catechizing, when each child was expected to answer two questions, at least, from the Assembly's Catechism. In 1784 the town voted,—"that such Girls as can read in a Psalter, be allowed to go to the Grammar School from the first Day of June to the first Day of October." About that time, female education seems to have had a hard struggle. In one year the grammar schools were kept open for girls six months in the summer, while during another year they were excluded from the school "near the meeting house." In 1797, "four women schools" were kept "in the four wards (school districts) during the summer season; one in each ward;" but the girls were separated from the boys.

In 1803 the town was divided into four distinct school districts, each of which had its own school-house, with one or two male or female teachers, and the annual allowance for each district was about \$300. Gradually the number of schools and teachers increased with the population. The school expenses for 1821 were as follows: six schoolmasters' salaries at \$400 = \$2,400; wood, \$96; school at Squantum, \$43; repairs of schoolhouses, \$65; school committee expenses, \$30; together, \$2,634. In 1857 the town tax amounted to \$87,915, of which sum \$23,622 went to the support of the schools.

The great school reform affected, of course, also this town, and nobly has she kept up with the demand of the times. In 1861 we find the town divided into seven districts, each with a large and commodious school-house and a sufficient number of teachers. The annual salary of the master of the high school was \$1500, and of each of his two assistants \$500, while the masters of the grammar schools received each \$1000, and every other female teacher \$325. The total expenditure for schools that year was \$25,041, besides \$16,080, which sum was paid for a new school-house on Adams street. There are now six large, commodious, and new school-houses in the town, while the others are large enough for the number

of pupils and in good repair. The number of teachers is 44. The school committee consists of men of learning, business tact, and circumspection. It is to be regretted that in 1862 the town, in consideration of the coming high taxes, reduced the salaries of all town officers, including teachers, 20 per cent.

ROLL OF HONOR—STATE NORMAL SCHOOL, WESTFIELD, MASS.

George L. Kenney, Brimfield.
 * William M. Kenney, Brimfield.
 William R. Stocking, Westfield.
 Everett W. Conant, Paxton.
 George B. King, Rowe.
 Rufus M. Ford, West Stockbridge.
 Solomon S. Giddings, Williamsburg.
 Lemuel E. Newcomb, E. Machias, Me.
 Judson Bradley, West Stockbridge. *
 Dwight L. Dickinson, Whately.
 James H. Elliott, Greenfield.
 George F. Moody, Tolland.
 Alfred A. Sibley, Westfield.
 Durand W. Stowe, Tolland.
 Edward Tobey, Great Barrington.
 Henry H. Northrop, Cheshire.

Samuel N. Rogers, Wilkinsonville.
 † George W. Bradish, Templeton.
 E. L. Peck, Seekonk.
 Moses Evans, Cambridgeport.
 Lyman Upson, Westfield.
 George C. Larned, Worcester.
 John W. Partridge, Boylston.
 Henry A. Searle, Southampton.
 Edward P. Bridgman, Northampton.
 * John J. Warner, New Marlboro'.
 Wm. S. Wood. (Residence unknown.)
 George F. Tilton, Goshen.
 Charles Stowell, South Deerfield.
 William Waterman, Blanford.
 Lorenzo N. Knox, Westfield.
 Jere. Horton, Westfield.

* Died in hospital. † Killed in battle.

INTELLIGENCE.

PERSONAL.

Abner Rice, Esq., formerly of the Natick High School, has been elected Principal of the High School, Lee, Mass.

Mr. Solon Albee, late Assistant Professor in Middlebury College, and later a classical instructor in Burr Seminary, Vt., has been elected Principal of Dummer Academy.

Hon. Anson Smyth, who for the past six years has so acceptably and honorably filled the office of School Commissioner, retires from that position on the 9th inst. He will be succeeded by the School Commissioner elect, Hon. Charles W. H. Cathcart, of Dayton.

EDUCATIONAL INTELLIGENCE.

Utah. The "saints on earth" begin to sanctify places of "worldly amusement." Last Christmas eve a theatre was opened in Salt Lake City by President Young and ten Apostles, with prayer, speeches, songs, and instrumental music.

The First Report of the Cook County (Ill.) Schools, by the School Commissioner, contains excellent suggestions with regard to the management of schools, which are given in plain language and divided into topics.

We have received the Catalogue of Newbury Seminary and Female Collegiate Institute for 1862; Newbury, Vt. We learn that the institution is in a highly flourishing condition. The aggregate attendance by terms was 412.

State Normal Schools. For the Fall and Winter Term, 1862-3, the number of pupils registered was 104. At Salem the whole number in attendance during the term was 96. At Bridgewater the number was 79. Owing to the demands for young men in the war, the number at Westfield was smaller than usual.

Wisconsin. We gather from the *Wisconsin Journal of Education*, the following statements concerning the affairs of public schools in that State: Whole school districts, 3,762; parts of districts (24 being reckoned as equal to one whole district), 1,792; children over 4 and under 20 years of age, 299,133; — 194,264 of these attended school; pupils under 4 years of age, 2,013; pupils over 20 years old, 2,166; estimated number* of pupils in private schools, 8,000. The schools have been kept open, on an average, six months. Estimated number of male teachers, 2,400; female, 3,600; total, 6,000; of whom only 3,500 were teaching at any one time. The monthly wages of male teachers amounted to \$23 01; of female teachers, to \$14 62. The school expenses were \$723,124. There are now in the State 4,211 school-houses, valued at \$1,302,720. The highest valuation of any school-house is \$33,000; the lowest, 3 cents!!

Canada. The Superintendent of Education for Lower Canada has issued, some time since, his Annual Report for 1861, in the French language, and an English translation of it has recently been published, a copy of which we have received.

The Superintendent is able this year, as in former ones, to report a general progress and increase in his department. Schools and other educational institutions have reached, during the past year, the figure of 3,345; the pupils that of 180,845; while the amount of contributions raised reaches \$526,219. All these figures are in advance of former years; but there is one important item which does not advance and is discouragingly unchangeable, and that is, the Government allowance, which remains stationary at, we believe, \$200,000. Of this sum, \$70,000 go to superior education, and a little over \$100,000 to the primary schools. To each individual school the grant is not stationary; but, what is worse, annually decreasing, for the simple reason that, as the number of schools goes on increasing, the share of each in the grant becomes smaller.

The salary of the school teachers, although showing some improvement, remains miserably low. It does not probably average on the whole more than \$200 a head. In painful contrast to this stands the salary of the Superintendent, which has been raised at his own request from \$2000 to \$4000, or about twenty times the average salary of his subordinates.

Although education in Lower Canada is in a state of decided inferiority when compared with that of the Upper Province, yet there has been immense progress made of late years, and the vast majority of the growing generation of French Canadians will be able to read and write, — a fact unprecedented in the history of the colony.

BOOK NOTICES.

WALL ATLAS — 5 ft. \times 6 ft. South America. Constructed and drawn under the direction of Prof. ARNOLD GUYOT, by ERNEST SANDOX. Published by Charles Scribner, New York. 1863.

So favorably known, to the readers of the *Teacher*, are the works of Prof. Guyot, that the announcement of his name, in connection with the preparation of a series of School Maps, would be a guarantee of the successful performance of the task.

If the beautiful Map of South America is a sample of what the Series is to be, we assure our friends they will not be disappointed. In accuracy of delineation and beauty of execution we have not seen it surpassed by anything designed as a wall map, published in this or any other country.

We are promised a book by Professor Guyot in a few weeks, explanatory of his maps and his ideas of the methods of using them in the school-room. We will not enter into any *detailed* statement of this specimen of the series at the present time, but hope to call attention to the subject more at length in a future number of the journal. We rejoice that the distinguished author has found a publisher so well qualified to bring out this series of maps in a style worthy of the magnitude of the undertaking.

A TEXT-BOOK ON PENMANSHIP: Containing all the Established Rules and Principles of the Art; with Rules for Punctuation, Directions and forms for Letter Writing. To which are added, A Brief History of Writing, and Hints on Writing Materials, etc., etc. For Teachers and Pupils. By H. W. ELLSWORTH, Teacher of Penmanship in Public Schools of New York City. New York: D. Appleton & Co. 1862.

This is an elaborate treatise on the rudiments and philosophy of penmanship, punctuation, and letter writing; to which is added an interesting and instructive chapter on the origin and history of writing, with an appendix, treating of the pen, ink, etc., etc.

The useful art of penmanship does not consist in executing a spread eagle in "red, black, and blue," or in fancy flourishes such as itinerant professors of the art claim often to be able to teach "in six *easy* lessons," but in a style of writing which combines grace and beauty with a plain business hand.

This book enters into the details of the work to be performed by a faithful teacher of the art, and informs him how to accomplish it. Admirable diagrams are furnished, illustrating the drill and practice that is deemed essential to a good degree of success. Great attention is given to *practical* penmanship, which indicates the good judgment of the author; for ornamental writing should be entirely subordinate, and never cultivated until a good handwriting is secured to the pupil.

Every teacher of penmanship should own this book, for it is filled with excellent suggestions.

The treatment of punctuation and letter writing is thorough and exhaustive, and were the rules and hints followed in the instruction given in our schools, a vast improvement would be observed in the correspondence of our people.

The publishers have performed their part well. The book is beautifully bound and printed in large, clear type.

SHEPHERD'S PATENT SLATE GLOBES. Manufactured by Dean & Munger, New Haven, Conn. For sale by C. H. Wheeler & Co., Boston.



We gladly welcome this addition to the educational apparatus, which has the merit of great practical utility, and meets a want long felt by many instructors in all grades of schools in the departments of geography and astronomy.

By means of these blank globes a teacher is able to illustrate the elementary principles of mathematical geography in so plain and clear a manner that the pupil cannot fail to get a correct conception of the division of the earth's surface into zones, of latitude and longitude, as well as of the motions of the earth, without confusing the mind with other ideas

foreign to the topic under consideration.

Globe-drawing we regard as greatly preferable to map-drawing. More accurate ideas of the relative positions, bearings, and distances of places are impressed upon the mind of the child, than from drawings upon a plane surface, while skill and taste can be equally as well cultivated by sketching maps upon the globe.

These globes (six in number) vary in size from four inches to eighteen, and are accurately made and firmly mounted, and give evidence of durability.

It is generally conceded that there is no school study on which so much time and labor are spent with so unsatisfactory results as on geography. The wide field to be explored, the great number of topics presented, and the faulty character of many of the text-books, have led us to feel at times that a skilful teacher, with accurately drawn maps and charts and a good globe, would do the pupil more good by systematic *oral exercises*, than is usually attained by following the requirements of text-books, which demand the memorizing of much that is almost useless.

Fellow-teacher, if a slate globe will aid you to become a better instructor in geography, "go, buy, and get gain."

PRACTICAL ARITHMETIC: Embracing the Science and Application of Numbers. By CHARLES DAVIES, LL.D., Professor of Higher Mathematics in Columbia College. New York: Barnes & Burr. 1863.

This is eminently a practical book, and explains and illustrates the various applications of arithmetic in the transactions of business, in so clear a manner that the learner can hardly fail to get a good understanding of the principles involved.

The arrangement of the topics is good, and the logical method in which every new idea is presented, by a simple question, from the solution of which is deduced

the general principle, stated in the form of a definition, must commend the plan of the author to all instructors of this science.

The Sixteenth Annual Report of the Trustees of the State Reform School at Westborough has been received; from which we learn that the whole number in the school during the year ending October 1, 1862, has been 465. Of this number, 167 have been discharged, pardoned, or transferred to the nautical branch of the school. Eleven have enlisted in the army and navy.

The Trustees' and Superintendent's reports show that the institution is in a good condition. We are particularly gratified with the adoption of the "family" system in this school, placing the smallest boys into a family by themselves, they are kept from the baneful influence of those more hardened in sin and crime. The Superintendent, Joseph A. Allen, Esq., seems to be the "right man in the right place."

THE CONGREGATIONALIST. We are happy to notice among our exchanges the *Congregationalist*, published by Galen, James, & Co., of Boston. It is largely circulated in New England and elsewhere. It has an able corps of correspondents, including "Spectator," at Washington, and Chaplain James and Quint, in the army. Its selected articles are richly adapted to the wants of our religious community. A single article from the racy, bold, and faithful pen of Gail Hamilton will well repay the price of a year's subscription, which is yet only two dollars.

THE INDEPENDENT. This weekly religious, literary and family journal, edited by Rev. Henry Ward Beecher, Rev. Joshua Leavitt, D.D., and Theodore Tilton, having a circulation, it is stated, more than double that of any similar newspaper in the world, gives notice in its issue of the first of January, that its subscription price will not be increased, nor its size diminished; that the same terms, viz., Two Dollars per annum, will be continued notwithstanding the great advance in white paper. The same array of distinguished contributors, including Harriet Beecher Stowe, Rev. Messrs. Hatfield and Cuyler, Horace Greeley, Whittier the Poet, and others; also, a sermon by Mr. Beecher will continue to enrich its columns.

MERRY'S MUSEUM has reached its *twenty-third* year, but is still a child, full of joy and sunshine. The prospectus for 1863 presents such a catalogue of attractions that we despair of summing them up in a single paragraph. Send for a specimen number. Address, J. N. Stearns, publisher, New York. Terms, \$1.00 a year.

THE AMERICAN JOURNAL OF INSANITY. This valuable journal for January contains two articles of much general interest, — "Shakspeare's Delineations of Imbecility" and "Modes of Death among the Insane," — together with the usual summary of intelligence of special interest to those charged with the care of this unfortunate portion of mankind.

THE ATLANTIC MONTHLY for February. Contents: Sovereigns and Sons; Under the Pear Tree; Threnody; The Utility and Futility of Aphorisms; Shelley; The Test; The Preacher's Trial; The Ghost of Little Jacques; Boston Hymn; The Siege of Cincinnati; Jane Austen; The Proclamation; The Law of Costs; The Chasseurs A Pied; Latest views of Mr. Biglow.

A good number. Every article is readable.

THE CONTINENTAL has a varied and valuable table of contents. This magazine now only needs to improve its poetry to stand high among its contemporaries.